Teach First

Early Career Framework

Module one - How can you create an effective learning environment?

Module one of the Early Career Framework Programme is available for you to access on Brightspace. The module covers an array of statements outlined in the Early Career Framework, but predominately statements from standards 1 and 7. This module will support you to create a positive classroom environment that enables pupils to learn and thrive.

Subject matter expert

The content of this module has been designed in conjunction with our subject matter expert Tom Bennett. Tom Bennett is a behaviour advisor to the Department for Education and is the founder of researchED.

Seminars

The focus for the two training seminars for module one are:

Seminar 1: Using praise and consequences effectively
Please note this seminar will be delivered as part of the Induction.
Using praise and consequences effectively are integral to being able to create a positive classroom culture that promotes engagement. Therefore, this training seminar will support you to develop the use of least invasive behaviour management techniques to address pupils' behaviour with minimal disruption. It also develops your ability to distinguish between praise and acknowledgement, enabling you to use both effectively and purposefully in the classroom, providing a safe, predictable learning environment.

Seminar 2: Holding high expectations of all pupils
We know that holding high expectations of all pupils can sometimes feel a bit ambiguous to early career teachers. Therefore, this training seminar will support you to reflect on your current classroom culture and identify tangible strategies you can implement that hold high expectations for all pupils. This includes supporting pupils to understand that making mistakes is a part of the learning process. Establishing this culture in the classroom is challenging but is an important element of teaching that enables pupils to thrive.

Prior to each seminar, please ensure you have prepared by completing activities on the seminar preparation pages on Brightspace.

Self-directed study

The self-directed study is broken down into an introduction and five weekly sessions:

The Introduction outlines what makes an effective learning environment and why this is so important to establish.

Establishing effective routines focuses on how ECTs can develop a structured and predicable classroom and enables them to explore how to set up a variety of daily classroom routines.

Developing motivation through a supportive learning environment focuses on how ECTs can use acknowledgement and praise effectively and explores behaviours they can utilise to build trust and respect with their pupils. It also looks at how ECTs can develop a classroom environment which develops pupils' intrinsic motivation.

Addressing low-level disruption explores six different techniques that can be used to correct disruptive behaviour in the least intrusive way.

Addressing persistent and challenging behaviour focuses on the importance of consistency and consequences and how to deliver them effectively.

Holding high expectations and maintaining engagement focuses on the importance of holding high expectations for all pupils and explores strategies for doing so such as increasing participation and think ratio and how to ensure efficient and motivating transition between instruction and activity.

Stretch content

The stretch session for this module focuses on supporting pupils to develop self-regulations by exploring the following paper:
Ursache, A., Blair, C. and Raver, C.C., 2012. The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. *Child Development Perspectives*,*6*(2), pp.122-128.

Programme Guide

Your programme guide will outline the online study materials, seminars, and the focus of weekly mentor interactions. This can be found in the resources section of My Teach First